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ABSTRACT

The curriculum guide presents a working draft of the sixth grade component of a K-6 social studies program using the expanding environments approach which was developed by the Allegany County Board of Education in Maryland. The overall objective is to help teachers assist their students in gaining the understanding needed to deal with the problems of a complex society. The bases for each unit are three goals (development of social science concepts, skills, and social attitudes), and six conceptual statements relating to ethnic heritage studies; family life; and citizenship, career, consumer, and environmental education. The key question/suggested activity format involves students in gathering and organizing data, and in analyzing its content and implications. The sixth grade unit is presented in two sections. Section I deals with the rules and laws every society and group develops to govern the conduct of its members and to provide protection for them. Activities study the structure of local, state, and national governments and compare the different forms of government in effect throughout the world. Section II is a comparative study of a selected world culture and the United States. Activities are designed to aid a better understanding of diverse cultures. Each section includes key questions relating to the topic, a list of community resource people and places to visit, and a bibliography briefly annotating many tradebooks, texts, and multimedia resources. Some handouts for duplication are included. (CK)

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GRADE 6

Political Science

World Cultures - A Comparative Study

1978

Allegany County Board of Education, Cumberland, Md.

Maryland State Dept. of Education, Baltimore

SP 012 650

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Foreword

The curriculum guides for social studies were developed with funds obtained as a grant from the federal government for ethnic heritage studies. Teachers, principals, supervisors, members of the Ethnic Heritage Advisory Council, and consultants from the Maryland State Department of Education cooperatively developed the teaching units. New Perspectives in Intergroup Education, Volume I, a publication of the Maryland State Department of Education, was used extensively as a resource in the development of the social studies curriculum.

Units have been selected and sequenced at each grade level to give a comprehensive understanding of the social sciences, to correlate learning at each grade level, and to avoid duplication of the topics studied. The key questions, activities, and materials identified have been carefully selected to support the goals, conceptual statements, and skill statements of each grade.

Each unit provides opportunities to learn new information and to learn new skills and attitudes. Ethnic heritage studies; family life; career, consumer, law, and environmental education are inherent in each unit.

Teachers are encouraged to use their creativity and individuality in adding activities which will improve the teaching-learning packages for their students and fulfill requirements in the area of social studies.

The guides should help teachers assist their students in gaining understanding to deal with the problems of living in a complex society.

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Goals, Conceptual Statements, Skill Statements, and Behaviors of the Social Studies Curriculum

The social science program described is designed to accomplish three major goals in grades K-6. The goals are as follows:

Goal I - To know the fundamental concepts of the social sciences.

Goal II - To know the fundamental skills needed to engage in the processes of the social sciences--gathering information, organizing information, identifying problems, and solving problems.

Goal III - To develop social attitudes consistent with democratic values.

Each unit in the social science program is designed to achieve the identified goals. Content is used to develop concepts in the areas of history, geography, family life and human development, environmental education, career education, economics, political science, and ethnic/cultural studies. The overall plan for the program is consistent with the existing county curriculum. Basic changes have been made in order to eliminate duplications particularly evident at the primary levels and to provide a plan which will help teachers to implement effectively the state mandated and the county programs within a realistic time allotment.

Two units will be taught at each grade level. These units will be developed by teachers in curriculum workshops which will be held during the 1978-79 school year and during the summer of 1979. The funding for the curriculum development workshops has been made possible through a federal grant in ethnic heritage studies.

Goal I - The goal of the program is to help the student know the fundamental concepts of the social sciences.

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement I-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love.

Subconceptual Statement I-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs.

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect.

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance.

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills.

Subconceptual Statement III-B

The student will demonstrate his knowledge of the many ethnic groups in the United States, each one unique, and each one an integral part of the total culture.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture.

Conceptual Statement IV - People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region i. related to man's knowledge, skills, and traditions.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services.

Conceptual Statement V - People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences.

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider current problems.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment.

Goal II - The goal of the program is to help the student know the fundamental skills needed to engage in the processes of the social sciences.

Skill Statement I - The student will gather information by:

observing, interviewing, reading, listening, and interpreting pictures, maps, globes, charts, and tables.

Skill Statement II - The student will organize information by:

classifying, comparing, labeling, generalizing, hypothesizing, selecting and organizing topics.

Skill Statement III - The student will identify problems by:

recognizing problems from several viewpoints, clarifying values, and restating problems.

Skill Statement IV - The student will solve problems by:

thinking of alternative actions, predicting consequences, making workable decisions, and evaluating and revising decisions.

Goal III - The goal of the program is to enable the student to participate in curriculum experiences in such ways as to develop the following social attitudes:

- Worth of the individual
- Equality of rights and liberties
- Equality of opportunity for self-development
- Rights of groups
- Priority of the common good
- Freedom of inquiry and expression
- Willingness to act on the basis of reasoned conclusion
- Government based on law
- Ability of people to govern themselves
- Freedom of economic competition consistent with the general welfare
- Values of both competition and cooperation
- Maximum individual freedom under law
- Peaceful means of solving international problems
- Devotion to the heritage of the past
- Commitment to perpetuate ideals of American life

For the Teacher:

Three goals and six conceptual statements serve as the basis for the social studies curriculum. The key question - suggested activity framework of the units will involve you and the students in gathering and organizing data, and in analyzing its content and implications. Participation in a variety of activities will clarify the conceptual statements and help answer the key questions.

The time allotted for social studies at each grade level does not permit use of all the suggested activities. You will want to choose many of the activities listed under each conceptual statement to develop the concepts with the children. You are encouraged to use your creativity in identifying additional activities which will be appropriate for the children you teach and at the same time nurture the behaviors listed in the social studies curriculum.

Although a specific time is scheduled in each class for the teaching of social studies, the topics explored are excellent vehicles for skill development during the reading, spelling, writing, and computing classes.

SCIENCE/HEALTH/SOCIAL SCIENCE PROGRAMS

	Minutes Alloted per		SCIENCE		HEALTH	SOCIAL SCIENCE		OTHER
			6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks	6 Weeks
	Day	Week	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'	600' 1800'
Kindergarten	20	100	PHYSICAL Exploration - Child	LIFE and the Environment	PERSONAL CARE	Home and Family		
1	20	100	PHYSICAL Matter	LIFE Familiar Animals	Nutrition	School	Neighborhood	
2	25	125	PHYSICAL Change	LIFE Plants	Family Life	Communities - People	Communities - Goods and Service	
3	35	175	PHYSICAL Machines	LIFE Unusual Organisms	Safety	Allegany Co. Past and Present	Indians Past and Present	
4	45	225	PHYSICAL Energy	LIFE (Animal and Plant) Interrelationships	Digestive System ENERGY	Maryland - History of the Colonial Period	Maryland - Geography	
5	55	275	PHYSICAL Space	LIFE (Animal and Plant) Microorganisms	Lungs/Respiratory System	United States - Our Expanding Nation	United States - Interdependence of Regions	
6	60	300	PHYSICAL Air, Land, and Water	LIFE (Animal and Plant) Ancient Plants and Animals	Heart/Circulatory System	Major Cultures - A Comparative Study	Political Science	

Introduction

The science and social science units follow the same basic format. The following are components of each unit:

Unit Overview

Goals

Objectives

Behaviors

Key Questions

Suggested Activities

Suggested Vocabulary

Places to Visit

Community Consultants

Bibliography

Audio-Visual List

The units have been written so that many approaches for teaching them may be used such as learning centers, committee work, and individual projects, i.e., self selection and research. Activities listed under each concept and/or key questions must be selected in order to develop the concept and answer the key questions. It is not necessary to use all activities. Other activities which in the teacher's judgment are more appropriate and for which the teacher has resources may be substituted.

GRADE 6

Political Science

Social Sciences

Political Science

Grade 6

The material in this unit deals with the rules and laws every society and group develops to govern the conduct of its members and to provide protection for them. The structure of government--local, state, and national--and a comparison of different forms of government in effect throughout the world will evolve from a consideration of self-actualization and self-discipline.

GOAL I - THE GOAL OF THE PROGRAM IS TO HELP THE STUDENT KNOW THE FUNDAMENTAL CONCEPTS OF THE SOCIAL SCIENCES.

Conceptual Statement I

People are similar in their basic human needs and meet these needs in a variety of ways.

Subconceptual Statement 1-A

The pupil demonstrates an understanding that the basic needs which all people have in common are air, water, food, clothing, shelter, and love, by:

Behaviors - (Level III)

a. Explaining the need for positive human relationships which enhance one's self worth.

d. Debating the question, "Have man's basic needs changed over the years?"

Subconceptual Statement 1-B

The pupil demonstrates a knowledge of how environment, tradition, and customs determine the way people live and meet their needs by:

Behaviors - (Level III)

a. Explaining that different groups living in the same environment may satisfy similar needs in different ways.

b. Making observations and drawing inferences about how one adapts to and/or modifies the environment to meet needs.

c. Defending the statement that people around the world need each other's help to meet their needs.

Conceptual Statement II

People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Subconceptual Statement II-A

The pupil demonstrates an understanding that governments have taken a variety of forms by:

Behaviors - (Level III)

a. Identifying representative foreign countries and their their respective systems of government.

b. Recognizing the United Nations as an organization which plays a role in world affairs.

c. Recognizing that international World Agencies deal with specific world problems; i.e., health, refugees, hunger.

d. Distinguishing among various forms of government; i.e., republic, democracy, dictatorship.

e. Describing the structure of the government of the United States.

Subconceptual Statement II-B

The pupil will demonstrate his understanding that governments function to meet the needs of people by:

Behaviors - (Level III)

a. Explaining the term "Checks and Balances" as it is applied to the United States government.

b. Listing services provided by the federal government.

c. Explaining that a government: controls a country's resources, has an impact on how those resources affect the lives of the people.

d. Explaining that cooperation among or between states/nations is facilitated by a common heritage and similar social institutions.

e. Hypothesizing that oppressive governments and economic conditions are an inducement to violence as a means of change.

f. Illustrating that the people who control the resources of a country may have an impact on its government.

g. Providing information to prove that governments establish systems of taxation to provide services.

i. Tracing history of the political system of United States and of more than one foreign nation, and noting similarities and differences.

j. Examining a national constitutional crises and describing how the executive, legislative and judical branches might respond, i.e., Andrew Johnson's impeachment trial, Watergate.

Subconceptual Statement II-C

The pupil will demonstrate the knowledge that every person has the right to receive justice and to be treated with respect by:

Behaviors - (Level III)

a. Providing proof that citizens of a country must understand their obligations as well as their privileges.

b. Discussing the fact that governments must be granted coercive power in order to protect citizens' rights.

c. Debating the statement that every state/nation has a government which makes, administers, and enforces laws which promote general welfare.

d. Determining whether a nation's governmental decisions are binding upon all people.

e. Charting the method of appeal through the court system that is open to each citizen.

f. Collecting data from more than one foreign country concerning their respective systems of justice and noting differences and similarities with that of United States.

g. Discussing the implications of the "Bill of Rights."

h. Tracing the emergence of the Civil Rights movement in terms of

- Blacks
- Chicanos
- Women
- Indians
- Handicapped

Subconceptual Statement II-D

The student demonstrates an understanding that freedom and equality require responsible action and vigilance by:

Behaviors - (Level iii)

a. Discussing the fact that when mutual problems arise, some nations set up organizations to resolve them.

c. Investigating the reasons for the origins of the political parties in the United States.

d. Researching laws which have been passed by the United States government and many state governments which forbid discrimination; i.e., housing, employment.

e. Describing laws which have been enacted by many states to make conditions healthier and safer for citizens. (OSHA)

f. Explaining the responsibilities which an individual should assume in the political system of one's country.

g. Determining the role of a free press in a representative government.

h. Investigating the nature of special interest groups and lobbying organizations and determining their effect on policy and federal legislation; i.e.,

- Common Cause
- LWV
- Cope
- Sierra Club
- Ripon
- NRA

i. Providing evidences of government intrusion in a citizen's right to privacy.

Conceptual Statement III

People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Subconceptual Statement III-A

The student will demonstrate his knowledge of interpersonal skills by:

Behaviors - (Level III)

a. Identifying personal differences and sensitivities in order to demonstrate that each person is a unique individual.

b. Supporting the statement that each person is a member of an ethnic group and views the world according to one's own value structure.

c. Giving evidence that each of a variety of life styles is uniquely interesting, exciting, and valuable.

d. Demonstrating pride in one's self as part of an ethnic identity.

e. Identifying one's own prejudices and constructing a plan which will help one understand and possibly change them.

f. Giving examples of prejudices which exist and explaining how prejudices impair positive relationships among groups of people.

g. Concluding that prejudice is learned and can be unlearned.

h. Describing discrimination in many forms.

i. Demonstrating a commitment to social improvement.

Subconceptual Statement III-C

The student will demonstrate his knowledge of the many and varied cultures within the world community, each one having value in itself, and each one influencing the world culture by:

Behaviors - (Level III)

a. Choosing to do an in-depth study of a specific world culture.

b. Describing the contributions of several world figures (past and present) in:

- Humanities
- Politics
- Technology

c. Comparing the life style of peoples from several specific cultures from within the world community.

Conceptual Statement IV

People must understand the nature and function of economic systems.

Subconceptual Statement IV-A

The pupil demonstrates an understanding that economic behavior depends on the use of available resources by:

Behaviors - (Level III)

a. Listing those resources of the United States or other countries which play a significant role in the economy.

b. Explaining through the use of specific products or resources the global interdependence of economic systems.

c. Distinguishing between the unlimited wants of individuals and the limited resources available to satisfy these wants.

d. Predicting future conflicts which may arise in the utilization of natural resources.

e. Describing how natural resources affect the material well-being of a country or culture.

Subconceptual Statement IV-B

The pupil will demonstrate an understanding that the economy of a region is related to man's knowledge, skills, and traditions by:

Behaviors - (Level III)

a. Seeking information to support the fact that man constantly tries to narrow the gap between ever expanding want and limited resources.

b. Describing how the effective use of machines has greatly increased productivity.

c. Hypothesizing the extent to which technology has infringed upon humanity.

e. Analyzing and describing peoples' beliefs which influence occupational opportunities in different regions of the world.

Subconceptual Statement IV-C

The pupil demonstrates an understanding that economic systems have a structure which defines the roles that must be performed in the production, distribution, and consumption of goods and services by:

Behaviors - (Level III)

b. Supporting the belief that what a country produces in material goods will depend on its value system.

c. Predicting future levels of consumption if unrestricted use of resources continues at present levels.

d. Analyzing controls placed upon producers, consumers, and distributors.

e. Describing how the use of natural resources affects the material well-being of a culture.

Conceptual Statement V

People must understand the importance of significant human experiences.

Subconceptual Statement V-A

A student demonstrates an understanding that past events influence cultures by:

Behaviors - (Level III)

c. Discussing the ways people of the United States are linked to the rest of the world through their immigrant heritage.

d. Discussing the significant accomplishments and contributions of leaders of various cultures and times.

f. Citing two or more examples of how contemporary society in a given country has been affected by past experience.

Subconceptual Statement V-B

A student demonstrates an understanding that present events have consequences by:

Behaviors - (Level III)

a. Recognizing that what happens within the total environment ultimately affects everyone.

b. Discussing the tempo of change and how it varies with cultures and periods of history.

c. Recognizing that people, institutions, nations, and civilizations must be flexible, adaptable and able to conform to new circumstances.

f. Speculating about involvement of United States in future international affairs.

h. Predicting how women's role throughout the world will continue to change.

i. Citing how inventiveness and creativity are stimulated by present shortages, i.e., oil, gasoline, food, space.

Conceptual Statement VI

People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Subconceptual Statement VI-A

The pupil will demonstrate that he uses a knowledge of geographical facts, concepts, and relationships to help him intelligently consider problems by:

Behaviors - (Level III)

a. Interpreting maps which show climate, rivers, land use and available resources.

b. Studying and constructing maps and charts which provide information about components of the natural environment in North America or another continent.

c. Determining the relationship between climate and land use.

d. Explaining how climate affects human behavior, population movements, and land forms.

e. Describing how global location of a nation or region contributes to its importance in international affairs.

Subconceptual Statement VI-B

The pupil will demonstrate an understanding of the manner in which the varied problems of people are related to the differences in natural environment by:

Behaviors - (Level III)

a. Describing the environmental influences in a culture(s) on housing design, clothing design, tools and utensils, man-made products, religious rituals, and ceremonies.

b. Explaining that individuals modify, utilize, and exploit the earth to serve their own purposes.

c. Proving that resources and resource use are related to the level of technological development.

d. Debating the value of an international organization that has the power to deal with the earth's environmental problems.

e. Researching laws which govern the use of the environment and proposing laws which deal with environmental problems.

f. Developing a program of national or international laws which would prevent misuse of the earth's resources.

g. Describing national and international conflicts which have arisen over the use of the earth's resources.

h. Formulating a plan that considers human needs as well as environmental implications when using natural resources.

Political Science

Grade 6

Key Questions

1. How do environment, traditions, and customs determine the way individuals live and meet their basic needs?

2. What are the forms and functions of government?

3. How does the use of interpersonal skills affect communication and cooperation among people?

4. How are the government and the economic system interrelated?

5. How has government in the United States evolved?

6. How do present day events have implications for the future of government in the United States?

7. How does government function to control the quality of the natural environment?

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Question

1. How do environment, traditions, and customs determine the way individuals live and meet their basic needs?

Suggested Activities

Choose one basic need. Determine how your environment and the traditions and customs of your family influence the way you meet this need.

Cite examples of changes you have made in your environment to meet a need. Determine how these changes have affected your life style.

Describe the ways in which groups of people satisfy similar needs in different environments.

Example:

	ENVIRONMENT		
NEEDS	URBAN	SURBURBAN	RURAL
Sanitation			
garbage			
sewage			
Protection			
fire			
police			
Transportation			
roads			
mass transit			
Services			
libraries			
hospitals			
recreation			

Concept I

Distinguish between necessities and luxuries. Cite examples of each. Determine how people's concepts of necessities and luxuries change.

Suggested Vocabulary

environment

traditions

customs

life style

necessity

luxury

urban

suburban

rural

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Question

2. What are the forms and functions of government?

Suggested Activities

Obtain copies of the Constitution and the Bill of Rights.

Review and diagram the structure of your local and state government.

Outline the structure of the United States government according to the Constitution.

Compare and contrast democracy and dictatorship.

Investigate the four principles of American government:

1. Separation of powers (checks and balances)
2. Written constitution (unique in being the oldest; provisions of being presumed innocent until proven guilty; and although government is by the majority, there is protection for the minority)
3. Judicial review (confines state and national government to constitutional limits)
4. Popular sovereignty (allows the people to change the Constitution)

Research and list world problems, i.e., health, refugees, hunger. Discuss the founding of the League of Nations and United Nations. Describe how agencies of a world organization seek solutions to world problems, i.e., UNICEF, WHO, World Bank, UNESCO.

Create a time line tracing the history of the political parties of the United States.

Collect news items relating to current constitutional issues, i.e., D.C. voting rights, ERA, constitutional convention.

Determine how the needs of the people are met by different levels of government.

Example:

Government Services

	City	County	State	Federal
protection	police	sheriff	state police	FBI
recreation				
education				
health				
communication				
monetary				

Discuss how government services generate employment. Determine the ways services are financed.

Read the biography of a person regarded as controlling a resource. Report to the class that person's impact on the government of the United States.

Example:

Andrew Mellon	Andrew Carnegie
John D. Rockefeller	Averill Harriman
Cornelius Vanderbilt	J. Paul Getty
Frank Phillips	Jay Gould
Howard Hughes	J. P. Morgan

Evaluate tactics that have been used to resolve problems associated with inequality.

Example:

Non-violent tactics	Violent tactics	Legislation
boycotts	riots	Civil Rights Act - 1964
marches	destruction of life and property	Voting - 1965
letters		Open Housing Act - 1968
sit-ins		24th Amendment
speeches		
rallies		
strikes		
petitions		
law suits		

Cite instances of violent/non-violent tactics which have promoted change in government and/or economic conditions.

Define and discuss the term "lobby" as it relates to government. List groups that lobby.

Example:

League of Women Voters
Americans for Democratic Action
Common Cause
International Ladies Garment Workers Union
National Education Association
National Rifle Association
American Medical Association
John Birch Society
Coalition on Surface Mining

Read the Preamble to the Constitution. Identify the goals upon which the Consitituion is based.

Establish a class government. Nominate candidates for class offices. Write a campaign speech in which you tell what your candidate plans to do for the class. Create slogans, posters, or design a billboard which advertises the assets of the candidate. Conduct an election.

Read the "Student Rights and Responsibilities," published by the Board of Education of Allegany County. Discuss why responsibilities accompany every right.

Prioritize the freedoms guaranteed in the Bill of Rights.

Investigate rights of citizens and discuss the responsibilities that accompanies each.

Example:

Citizens' Rights and Responsibilities

Rights	Responsibility
right to free speech	avoiding defamation of character

Identify one's responsibility to himself, his family, his friends, his school, and his environment.

Discuss the question: "Why is it necessary that all citizens participate in the process of government?" Discuss apathy versus involvement in the political system. Determine the ways citizens can participate in the decision making process of government.

Visit a courtroom where a trial is in progress.

Invite an officer of the court to the class to discuss his role in the judicial process.

Chart the method of appeal through the United States court system.

Research the consequences of disobeying rules and laws in the home, school, community, state, country, and world.

Conduct a mock trial using discrimination as the basis of the case. Research the role and duties of court officials, i.e., judge, jury, stenographer, bailiff, prosecuting attorney, staff researcher for attorney, defense attorney, staff researcher for defense. Consult New Perspectives in Intergroup Education - Volume II, pp. 86-91.

Research the provisions of the Immigration and Naturalization Act of 1952 (McCarran-Walter).

Suggested Vocabulary

Preamble	impeachment	apathy
Constitution	taxation	involvement
Bill of Rights	tactics	appeal
unique	violent	inherent
majority	non-violent	consequences
minority	bailiff	civil rights
democracy	staff researcher	Chicanos
dictatorship	immigration	lobby
refugee	legislation	lobbyists
agencies	inequality	prejudice
political system	boycott	stenographer
political parties	petition	prosecuting attorney
checks and balances	rallies	defense attorney
constitutional issue	prioritize	nationalization

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Question

3. How does the use of interpersonal skills affect communication and cooperation?

Suggested Activities

Define and discuss prejudice. Investigate the reasons for one's prejudices. Determine ways prejudice is learned and can be unlearned. Identify different kinds of prejudice. Determine the effect prejudices have on interpersonal relationships.

Define and discuss discrimination. Give examples of acts of discrimination.

Define and discuss ethnocentrism. Cite the effects of prejudice, discrimination, and/or ethnocentrism on communication and cooperation among people.

Watch a television program in which the characters are members of specific ethnic groups. Compare and contrast the values of the characters with your own.

Example:

"All in the Family"
"Different Strokes"
"Sanford and Son"
"Good Times"
"Chico and the Man"
"The Jeffersons"

Research the meanings and origins of words from other languages that have become part of the English language, i.e., pajama, kimono, lanai, chutzpah, butte, tamale, kindergarten, harmonica, fritos. Write a humorous poem using the words you have researched.

List your favorite foods, music, movies, books, television shows, and personal heroes. Develop a means to share your preferences, i.e., coat-of-arms, collage, poster.

Locate an account of an historic or current event. Rewrite the account from the point of view of a particular person or ethnic group.

Write an account of a school event or incident. Compare the accounts and determine how point of view influenced each account.

Interview parents and grandparents to learn about your ethnic background and cultures. Develop a list of interview questions.

Invite a member of the Ethnic Heritage Advisory Council to class to discuss the customs and traditions of his native country.

Invite a foreign exchange student to address the class concerning the differences that he has observed in verbal and non-verbal communication between his country and the United States.

Demonstrate a feeling or attitude non-verbally, i.e., anger, sadness, approval.

Research and report to the class information about significant people of various ethnic backgrounds who have made major contributions to the United States.

Example:

Martin Luther King, Jr.
William DeKooning
Albert Einstein
John F. Kennedy
Cesar Chavez
Jonas Salk
S. I. Hayakawa
Barbara Jordon
Bella Abzug
Shirley Chisholm
Maria Callas
Jim Thorpe
Knute Rockne
Lee Trevino

Investigate acts of discrimination and their effects on communication and cooperation among people.

Example:

Jim Crow laws
Blue laws
Separate But Equal doctrine
Poll tax
Literacy tests

Investigate legislation that has outlawed discrimination/segregation, i.e., desegregation, busing, equal opportunity employment. Discuss the effects such legislation has had on communication and cooperation among people.

Project what America would be like if only one ethnic group had been permitted to enter the country, i.e., only English, or French, or Blacks. Consider the effects on our:

language
housing
foods
sports
art
music
dance
dress

Project what America would be like if a specific ethnic group was deported and took all of their culture with them, i.e., Spanish, French, Italian. Consider the effects on our:

language
housing
foods
sports
art
music
dance
dress
drama

Investigate the origin of the word "stereotype." Compile a list of stereotypical words and phrases that discriminate against people's religions, nationalities, and personal differences.

Example:

Religions	Nationality	Personal
rich Jews	dumb Pollock	fat
mackerel snapper	tight Scot	ugly

Cite instances which disprove the validity of each of these words or phrases.

Identify words and situations that make you feel comfortable or uncomfortable. Determine if these words or situations cause a similar or different reaction in your classmates.

Describe the effects special interest ethnic organizations have on government.

Example:

NAACP
NOW
Antidefamation League
Black Panthers
Southern Christian Leadership Conference

Investigate a problem in your school that you could change with a commitment of cooperation from the student population. Formulate and institute a plan for social improvement in your school.

Example:

school rules
student Bill of Rights

Write a paragraph which develops the topic, "What Is an American?"

Suggested Vocabulary

prejudice	verbal
discrimination	stereotype
ethnocentrism	segregation
ethnic	desegregation
culture	commitment
communication	legislation
cooperation	deported
	validity

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Question

4. How are the government and the economy interrelated?

Suggested Activities

Compare the characteristics of free enterprise with the characteristics of socialism, communism, and fascism.

Research the four major roles the federal, state, and local governments play in the United States economy.

- establish and enforce laws
- establish public utilities
- provide goods and services
- work for economic stability

Investigate the functions of one of the following independent federal agencies to determine how these functions relate to the economy of the United States:

Federal Power Commission (FPC)
Federal Housing Administration (FHA)
U. S. Tariff Commission
Interstate Commerce Commission (ICC)
Civil Aeronautic Board (CAB)
Export-Import Bank
Farm Credit Administration
Small Business Administration

Determine how the following organizations have their basis in the private economic sector. Show how they influence government.

American Federation of Musicians
United Mine Workers
Farm Bureau Federation
AFL-CIO
Chamber of Commerce
United Farm Workers

Identify local programs which have been developed to spur the economy of the region. Invite a local government official to visit the classroom to discuss the function of the program and to explain how the government and the economy are interrelated in this program.

Tri-County Council for Western Maryland
Western Maryland Regional Development Office
Economic Opportunity Committee
Community Action Committee
National Alliance of Businessmen
The Household Employment Listing Program
Extension Aid Program
Office of Tourism
Union-Management Team
Downtown Cumberland Mall Corporation

Define and discuss the terms "direct tax" and "indirect tax." Give examples of each.

Define and discuss the terms "progressive tax," "regressive tax," and "proportional tax." Determine which of these terms describe the United States income tax, the state sales tax, and the local property tax.

Determine why governments use tariffs and import quotas to restrict trade.

Investigate the role of transportation in the economy. Cite examples of how the local, state, and federal governments function to ensure good transportation.

Investigate the functions of international governmental organizations in the world economy.

Example:

United Nations

Inter-Governmental Maritime Consultive Organization
International Bank for Reconstruction and Development
International Finance Corporation
International Monetary Fund-World Bank

Others

European Common Market (European Economic Community)
OPEC - Organization of Petroleum Exporting Companies
COMECON - Council for Mutual Economic Assistance
Organization of African Unity
European Free Trade Association
General Treaty for Central American Economic Integration
Latin American Free Trade Association

Suggested Vocabulary

free enterprise
socialism
communism
fascism
federal
state
local
government
economy
agency
organization
international
private sector
direct tax
indirect tax
progressive tax
regressive tax
proportional tax
income tax
sales tax
property tax
tariff
import quotas
restrict

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Questions

5. How has government in the United States evolved?

6. How do present day events have implications for the future of government in the United States?

Suggested Activities

Create a time line of significant events which affected the development of our government. Discuss the impact these events had on our government. Include the following:

Magna Charta
Mayflower Compact
Articles of Confederation
Bill of Rights
Emancipation Proclamation
Missouri Compromise
Monroe Doctrine
Civil Rights Act

Role play an interview with leaders from the colonial period to find out what they consider are their major contributions to the development of our government.

Write an expository paragraph developing the topic sentence, "_____ has been the most important basic freedom in the history of the United States."

Read biographies about people who have made significant contributions to our government. Consider reading about people of varied ethnic backgrounds. Share your information with the class.

Simulate a town meeting where a law is being considered.

Determine how the traditions of the colonists influenced the form of the United States government.

Research the 13th, 14th, 15th, 19th, 24th, and 26th amendments to the United States Constitution. Determine how these amendments have affected minority groups in the United States.

Concept V

Collect and discuss news items about a current international issue in which the United States government is involved. Speculate what our government's future involvement may be.

Example:

OPEC - Organization of Petroleum Exporting Countries

SALT - Strategic Arms Limitation Treaty

NATO - North Atlantic Treaty Organization

SEATO - Southeast Asia Treaty Organization

Suggest strategies for dealing with present day shortages, i.e., oil, gas, fresh water.

Suggested Vocabulary

evolved
implications
amendments
minority groups
town meeting
simulate

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. . . Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question

7. How does the government function to control the quality of the natural environment?

Suggested Activities

Identify the local government agencies which have responsibilities for controlling the quality of our natural environment. Determine their roles and functions.

Example:

Planning and Zoning Commission
Allegany County Health Department

Identify the state government agencies which have responsibilities for controlling the quality of our natural environment. Determine their roles and functions.

Example:

Department of Natural Resources
Park Service
Forest Service
Inland Game and Fish
Water Resources Administration
Land Reclamation Committee
Maryland State Department of Health and Mental Hygiene

Identify the federal government agencies which have responsibilities for controlling the quality of our natural resources. Determine their roles and functions.

Example:

Department of Interior
HEW - Health, Education, and Welfare
HUD - Housing and Urban Development
Department of Transportation
Department of Agriculture

Invite representatives of environmental agencies to class to discuss their function in controlling the quality of the natural environment.

Identify an environmental problem in your school. Propose and implement a program to alleviate the problem.

Identify an environmental problem in your community. Write a letter to personnel in the responsible agency seeking appropriate action.

Identify a world environmental problem. Plan a hypothetical agency to deal with this problem. Include the following in your plans:

goals
funding
governing procedures
membership
implementation
maintenance
enforcement

Suggested Vocabulary

environment

agency

quality

personnel

appropriate

implementation

maintenance

enforcement

Political Science

Grade 6

RESOURCE PEOPLE

Ethnic Heritage Advisory Council

Family Life Consultant - Jane Dawson

League of Women Voters

Board of Election Supervisors

Allegany County State Delegation

Judges of the Orphans' Court

Allegany County Commissioners

United States Sixth District Congressional Representative

Allegany County Health Department personnel

Allegany County Board of Education personnel

Allegany County States Attorney

Allegany County Sheriff's Department personnel

City Police Department personnel

RESA - Regional Educational Service Agency

State Central Committees' members

Tri-County Council (Economy)

Department of Natural Resources personnel

- Fisheries Administration
- Wildlife Administration
- Natural Resources Police Administration
- Forest Service
- Park Service
- Water Resources Administration
- Maryland Environmental Services
- Maryland Geological Survey
- Upper Potomac River Committee

FBI - Federal Bureau of Investigation personnel

National Park Service personnel

CETA (Economy) - Comprehensive Employment Training Act officials

United States Senators

Civil Defense personnel

Political Science

Grade 6

FIELD TRIPS

Circuit Court

County Office Building

GRADE 6

Major Cultures - A Comparative Study

A Working Draft

Social Sciences

Major Cultures - A Comparative Study

Grade 6

The content of this unit is a comparative study of a selected world culture and the United States. Strengthening the relationships of people with various backgrounds through a better understanding of diverse cultures is the major focus of this unit. It is suggested that a non-European culture be chosen for this in-depth study.

World Cultures

Grade 6

Key Questions

1. How do environment, traditions, and customs determine the way people live and meet their basic needs?

2. What is the form and function of the government of (the country)?

3. In what way does communciation and cooperation among the people affect (the country)?

4. How have the contributions of (the country) influenced the world community?

5. How does the economic system of (the country) depend upon the use of the available resources?

6. How does the economic system of (the country) function in relation to the world community?

7. How has the contemporary society of (the country) been affected by past experiences?

8. What current events have implications for the future of (the country)?

9. How have the geographical and environmental factors played a role in the development of (the country)?

Conceptual Statement I - People are similar in their basic human needs and meet these needs in a variety of ways.

Key Question

1. How do environment, traditions, and customs determine the way people live and meet their basic needs?

Suggested Activities

Write a letter to the embassy of the country requesting information. (Letter should be written 6 weeks prior to study of unit.)

Develop a bibliography of print and non-print materials for this unit.

I. Bibliography
   A. Alphabetize
   B. Categorize
      1. fiction, non-fiction
      2. trade, text
      3. topics
         a. history
         b. government
         c. biographies
         d. literature
         e. geography
         f. general reference

Begin a vocabulary list and update it frequently.

List the human needs.

Categorize human needs as physical or social-emotional.

Investigate the positive human relationships which enhance one's self worth.

Write an expository paragraph developing the topic sentence:

"_____ is the most important basic need."

Make a collage depicting people around the world meeting basic human needs.

Interview a native of the country or a visitor to the country to determine how the environment, traditions, and customs influence the way people live and meet basic needs. Develop a list of questions for the interview. Write thank-you notes to the resource person.

Prepare an audio-visual presentation comparing and contrasting the ways the people of the country satisfy their basic human needs with the ways we satisfy our basic human needs.

Prepare and taste foods of the country. Discuss why these foods are indigenous to the country.

Construct and label a model of a home, village, or farm. Describe how the environment, traditions, and customs influence the life style of the people.

Dress models or draw pictures showing traditional and contemporary clothing styles of the people of the country.

Dramatize a family activity that shows a tradition or custom of the people of the country.

Complete the Cultural Analysis Chart (Chart enclosed on p. 39)

Discuss the question: "Have man's basic needs changed over the years?"

Suggested Vocabulary

environment	native
tradition	life style
custom	culture
physical	self worth
social-emotional	contemporary
indigenous	

Cultural Analysis Chart

	United States	Country
Farmer's method of obtaining his land		
Important crops		
Animals domesticated		
Women's work		
Men's work		
Occupations other than farming		
Clothing		
Contact with other cultures		
Literature		
Customs/Traditions		
Art		
Social orders or government		
Religion		
Shelter		
Foods		

Chart - New Perspectives - Volume I, p. 222

Conceptual Statement II - People need to understand the form and function of government and to recognize their rights and responsibilities as citizens.

Key Question

2. What is the form and function of the government of (the country)?

Suggested Activities

Determine the form of government functioning in the country at the present time. List the characteristics of this form of government.

Make a chart showing the structure of the government.

Create a time-line showing events significant to the establishment of this form of government in the country.

Make a chart on which you compare the form of government with the United States government. Example:

Comparing Government

	United States	Country
Rights and responsibilities of people		
How laws are made		
Government officials and duties		
How government officials are chosen		
Major political parties		
Local governments		

Write a biographical sketch of a person who plays/ed a significant role in the government of the country.

Make a list of services provided by the government of the country. Determine how these services are funded.

Provide evidence that the government of the country does/does not function to meet the needs of the people.

Cite instances which have occurred because the government of the country did not function to meet the needs of the people.

Compare and contrast the role of the press in the country with the role of the press in the United States.

Investigate the role the country plays in the United Nations and other multinational organizations, i.e., NATO, OAS, SEATO.

List treaties that exist between the country and the United States. Discuss the reasons for these treaties.

Gather news items pertaining to the function of the government in the country.

Describe the system of justice which exists in the country.

Determine the relationship between the government of the country and the governments of neighboring or nearby countries. Discuss the reasons for these relationships.

Suggested Vocabulary

rights
responsibilities
officials
treaty
press
multinational
justice
United Nations

Conceptual Statement III - People must have a knowledge of the ethnic and racial composition of the United States and an awareness of the diverse cultures of the world. Further, they must develop those interpersonal skills necessary to effectively communicate and cooperate with others.

Key Questions

3. In what ways do communication and cooperation among the people affect (the country)?

4. How have the contributions of (the country) influenced the world community?

Suggested Activities

Investigate the ethnic/cultural groups in the country. Compare and contrast the ethnic/cultural groups in the country in terms of occupations, religion, language, political beliefs, music, art, and ways of meeting their basic needs.

Invite a resource person who knows the language of the country to visit the class to teach common words and phrases.

Develop a list of words from the language(s) of the country which have become a part of our language.

Draw a mural showing the cultural mosaic of the country.

Collect, label, and display artifacts from the country.

Gather information which illustrates how and why communication and cooperation among the groups of people in the country are important.

Gather information which illustrates how and why a lack of communication and cooperation among the groups of people in the country results in conflict.

Discuss the reasons why some groups of people in the country do/do not communicate and cooperate with other groups, i.e., religion, economics, language, historical background.

Identify individuals or groups from the country who have made significant contributions to the world community. Prepare a report on one of these and share it with the class.

Determine how the life style of the country has been influenced by the world community, i.e., technology, politics, humanity.

Determine how the country has influenced the life style of other countries, i.e., technology, politics, humanities.

Investigate special holidays celebrated in the country. Discuss the significance of the holidays.

Read examples of the literature from the country as part of a self selection unit, sustained silent reading class, and/or for book reports.

Investigate the visual and performing art forms which are indigenous to the country.

Learn songs, dances, poems, and games of the people of the country.

Suggested Vocabulary

ethnic	cooperation
racial	diverse
heritage	significant
conflicts	humanities
cultural mosaic	world community
artifacts	technology
communicate	arts
indigenous	

Conceptual Statement IV - People must understand the nature and function of economic systems.

Key Questions

5. How does the economic system of (the country) depend upon the use of the available resources?

6. How does the economic system of (the country) function in relation to the world community?

Suggested Activities

Investigate the term "economic system" as applied to the home, community, country, and world.

Locate the natural resources on a map of the country. List the manufactured products for which these natural resources are used.

Make a collage or collect samples of manufactured products of the country.

Draw a graph of the imports and exports of the country. Discuss:

- What determines the need for imports and exports?
- Possible conflicts resulting from dependence on imports and exports.
- The effects the imports and exports may have on the well-being of the country.

Role play a child of the country telling about the occupation of his parents.

Collect news items showing the interdependence of the United States and the country. Discuss how the interdependence affects the life style of the two countries.

Research how one aspect of the country's life style is determined by the use of its resources, the influence of the peoples' beliefs, and the available technology.

Determine the extent to which modern technology has changed the peoples' life style.

Research the currency of the country.

Collect and display realia of the country, i.e., stamps, publications, coins.

Concept IV

Compare and contrast the standard of living in the country with that of the United States.

Graph the average income of the country and the United States.

Suggested Vocabulary

economic system

interdependence

occupation

import

export

currency

resources

realia

Conceptual Statement V - People must understand the importance of significant human experiences.

Key Questions

7. How has the contemporary society of (the country) been affected by past experiences?

8. What current events have implications for the future of (the country)?

Suggested Activities

Read a brief history of the country. Outline this material.

Create a mural or series of dioramas depicting the significant events of the country's history.

Choose a significant historical event and show how this has affected the contemporary society of the country.

Identify individuals who are honored by the people of the country. Read a biography of one of these people. Determine why the person is honored by his countrymen and how he influenced the contemporary society of the country.

Investigate current issues of the country. Choose one issue. Trace this issue to its origin in the history of the country. Speculate how the resolution of this issue will affect the future of the country. Example:

depletion of natural resources
population control
environmental damage
change in government
Westernization
emerging female role

Collect news items about current issues in the country. Select one issue. Write a news article or editorial on the same theme with a date line 2000.

Research the groups from the country that have emigrated to the United States. Identify reasons for their emigration, the places they settled in the United States, and the treatment they received in the United States.

Role play a reporter interviewing immigrants arriving in the United States from the country. Questions should focus on: reasons for leaving the country, reasons for coming to the United States, and expectations for a change in life style. Role play a similar interview focusing on the immigrants' adjustments to their new life style after a period of time in the United States.

Develop a time line showing significant events that affected the people of the country. Using a similar time line of the United States, compare the tempo of change of the two countries.

Participate in a panel discussion which deals with current issues and their implications for the future of the country.

Suggested Vocabulary

implication
history
time line
current issue
speculate
trace
immigrate
emigrate
tempo
editorial
origin
resolution
Westernization
depletion

Conceptual Statement VI - People must develop an understanding of the manner in which man interacts with his physical surroundings in order to assess the costs and benefits of environmental quality.

Key Question

9. How have the geographical and environmental factors played a significant role in the development of (the country)?

Suggested Activities

Develop a map legend for the United States/country which incorporates appropriate symbols for the physical/political features. Use these symbols to identify the physical/political features on outline/contour maps.

Example:

- longitude-latitude
- neighboring countries and boundries
- elevation
- principal water areas
- capital
- major cities
- types of transportation and the routes
- major industries
- natural resources
- agriculture and agricultural products

Compare and contrast the climate of the United States and the country by developing charts/maps showing:

- rainfall
- temperature
- wind direction
- weather

Use reference maps to determine where fertile soil, natural resources, and areas for potential water power are located.

Discuss how settlements, cities, trade, transportation routes, farming, and industry are influenced by natural barriers, climate, and resources.

Hypothesize where settlements, cities, trade, transportation routes, farming, and industry may have developed. Determine whether the hypotheses about the development of the country were true.

Discuss how climate, natural resources, and land forms determine the life style of the country in terms of:

- homes
- clothing
- tools
- utensils
- religion
- population movement
- occupations

Investigate early use of resources. Illustrate the change in the use of resources. Discuss the reasons for these changes.

Example:

- exploitation and depletion of natural resources
- utilization of land
- modification of industry, manufacturing and agriculture
- population movement
- occupations

Suggested Vocabulary

legend	hypothesize
latitude	hypotheses
longitude	exploitation
climate	modification
weather	utilization

Major Cultures - A Comparative Study

Grade 6

RESOURCE PEOPLE

Ethnic Heritage Advisory Council

United Nations personnel

United States State Department personnel

Embassy personnel

Pen pals

Foreign exchange students

Foreign language students and teachers

People who have visited the country

Natives of the country

Import-export company personnel

Dealers in stamps and coins

Missionaries

Peace Corps personnel

Restaurant personnel

Museum personnel

Travel agency personnel

Glossary

Culture - totality of the learned attitudes and activities that people in the group share; has its own system of values as well as of behavior patterns.

Cultural mosaic - a multiplicity of cultural groups living side by side in a mosaic.

Ethnic group - a group of people who differ from other groups of people in the United States in race, religion, or cultural background.

Life style - the way of life of a group of people; how they live, the tools they use, the language they speak, and the ceremonies and rituals they adopt; evolves out of man's attempts to meet his needs.

Prejudice - learned responses; false images blocking the paths to realistic understanding and relationships: results in the dehumanization of the individual.

The glossary is listed for your information and use as you develop this unit. It is not meant to limit the scope of the unit, nor is it to be considered complete. It is merely a resource for your convenience.

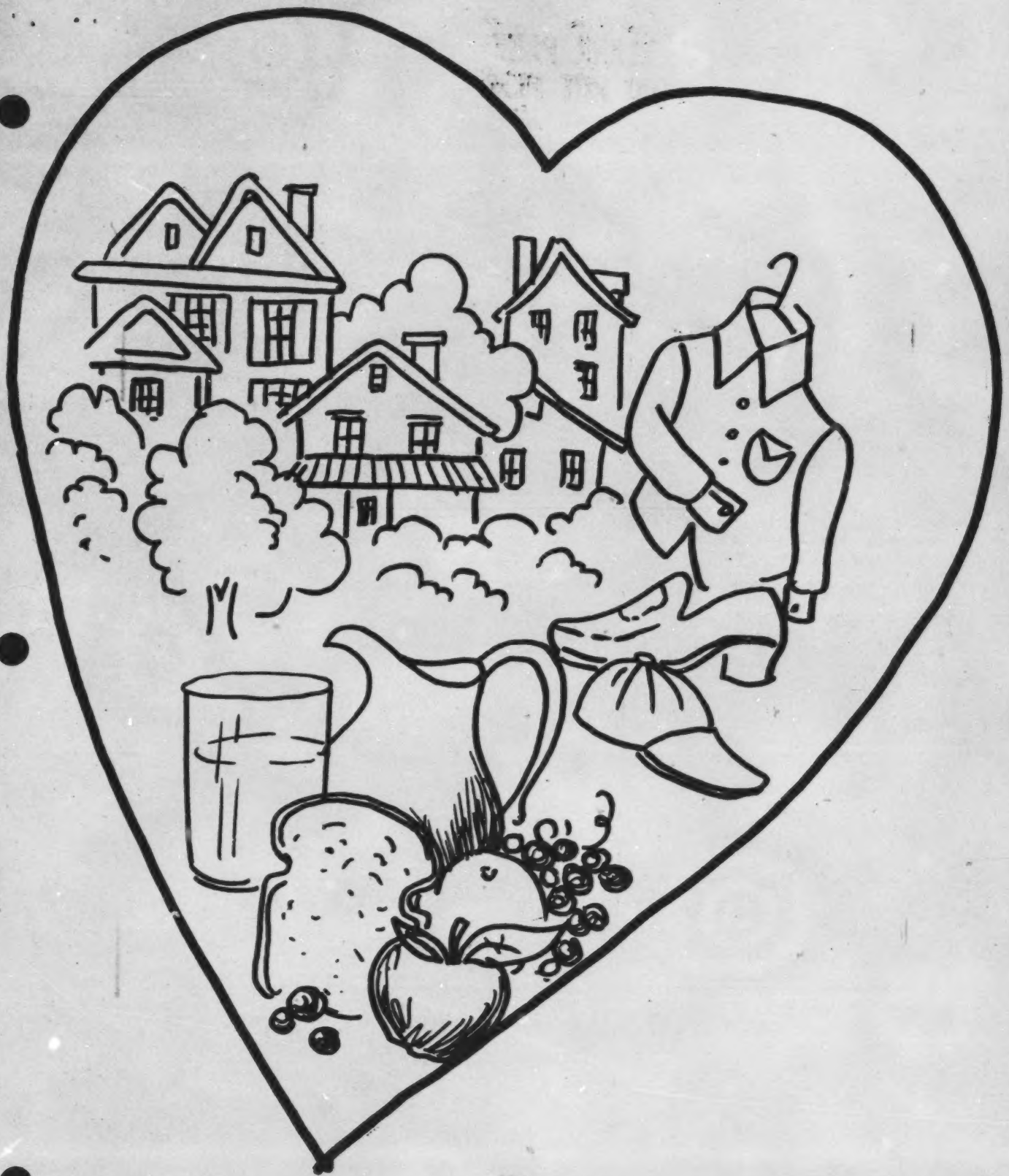
Human Feelings - Characteristics

fear	depression	ambition
anger	prejudice	greed
happiness	loneliness	guilt
sadness	sympathy	hardiness
surprise	pride	honor
anticipation	courage	hostility
anxiety	integrity	independence
love	loyalty	sincerity
hate	concern	jealousy
compassion	persistence	kindness

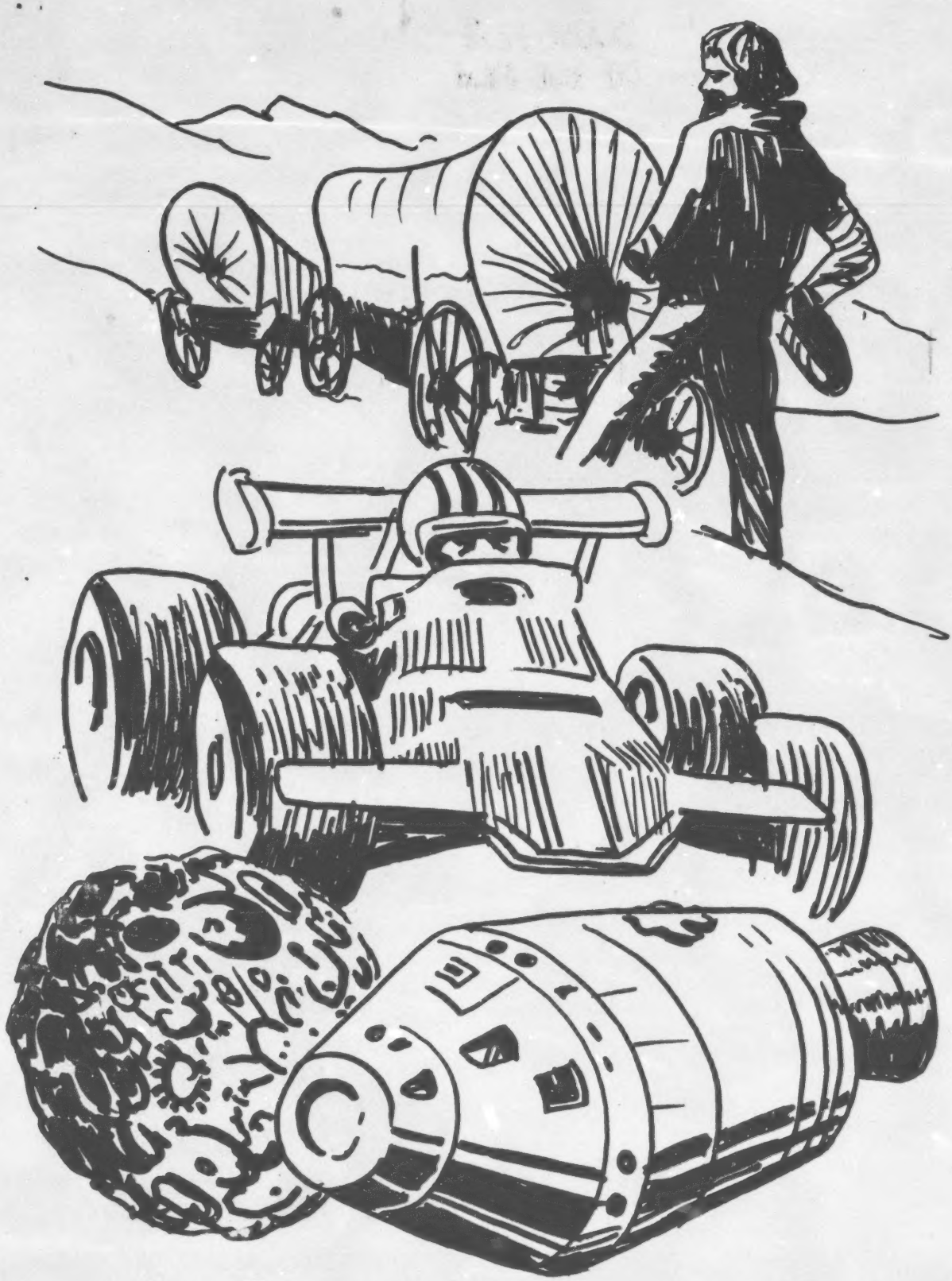
Human Needs

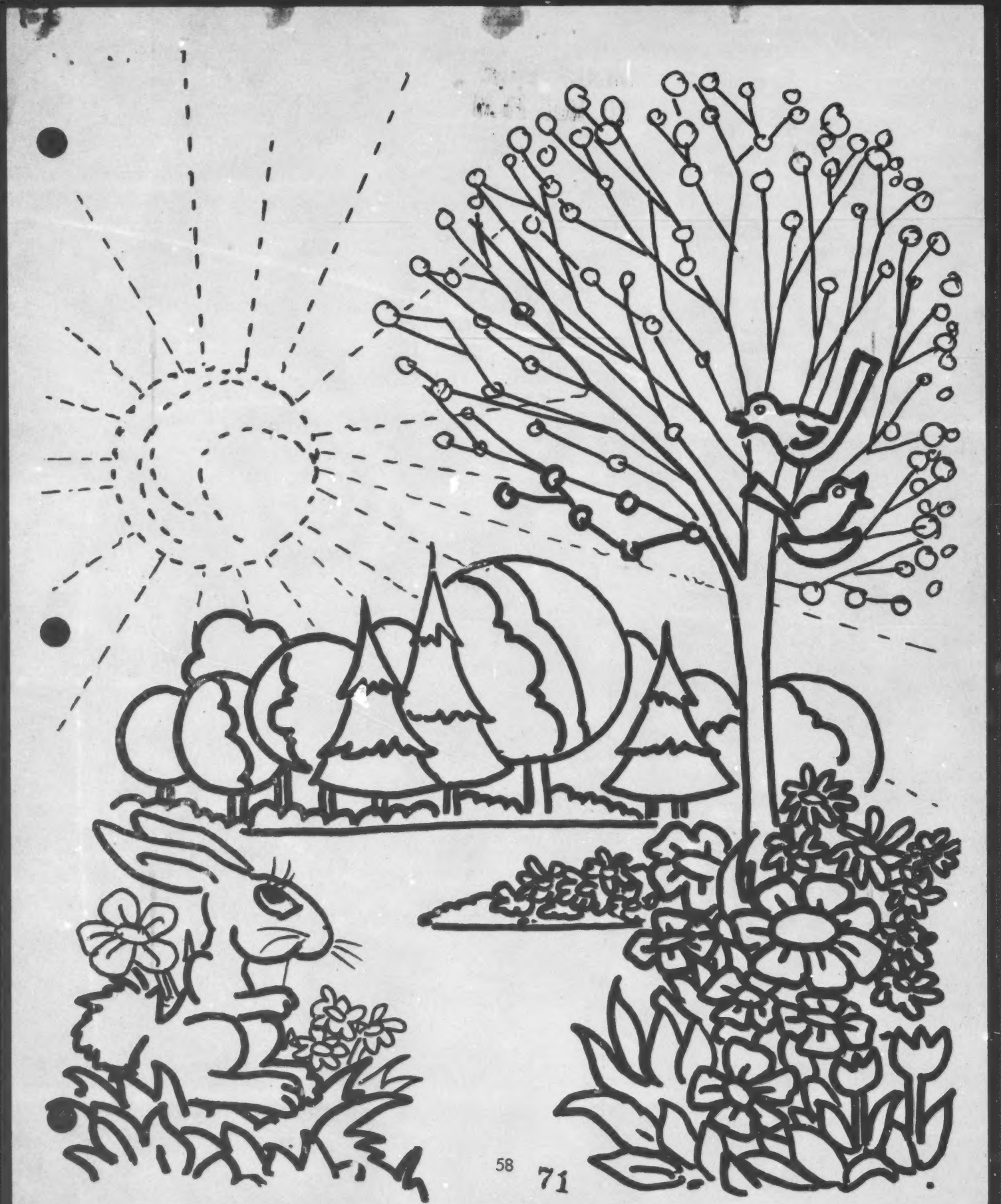
Basic	Other
food	love and affection
clothing	sense of belonging
shelter	identity
air	expression
water	success
	stimulation from the environment
	meaningful activities

The lists of basic human needs and human feelings have been included for your information and use when developing Conceptual Statement I. The list of human feelings is by no means complete and it is given merely as a resource for your convenience.



THE
LAWS
CONSTITUTION





Political Science

Sixth Grade - Unit I

TRADEBOOKS

Addie. Christopher For President. New York: Golden Press, 1973.

Archer, Jules. You and The Law. New York: Harcourt Brace Jovanovich, 1978.
Discusses the justice system in the United States. Includes juries, law suits, trials, arrent procedures, and jail.

Baker, Eugene. I Want To Be A Lawyer. Chicago: Childrens Press, 1973.
Describes a lawyer's job and training.

Benson, Christopher. Careers With The City. Minnesota: Lerner Publications, 1974.
Describes various careers and jobs with a city government.

Brindze, Ruth. All About Courts and the Law. New York: Random House, 1964.

Commager, Henry Steele. The Great Constitution: A Book For Young Americans. Indianapolis: Bobbs-Merril, 1961.
Gives color and truth to the mobility of the Constitutional Convention.

Coy, Harold. The First Book of Congress. New York: Watts, 1956.
Shows the workings of Congress.

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Carol Bellamy is shown at work as a New York state senator and in her successful campaign for the presidency of the New York City Council.

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A typical office day in the Presidency.

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A history of the Cabinet for young people.

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Offers ways the average citizen can influence government.

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Percy, Senator Charles. I Want to Know About the United States Senate. New York: Doubleday, 1976.
Shows the workings of the United States Senate.

Peterson, Helen. The Supreme Court In America's Story. Illinois: Garrard, 1976.
A history of the Supreme Court and its influence on American life during two centuries.

Phelan, Mary Kay. Election Day. New York: Thomas Y. Crowell, 1967.
An informative book on why voting is important.

Powers, David Guy. The First Book of How To Run A Meeting. New York: Watts, 1967.

Reuben, Gabriel H. How Documents Preserve Freedom. Chicago: Benefic Press, 1964.

Stevens, Leonard. How A Law Is Made. The Story of a Bill Against Air Pollution. New York: Crowell, 1970

Turner, Mina. Town Meeting Means Me. Boston, Houghton, 1951.

Weiss, Ann. The American Presidency. New York: Messner, 1976.
Discusses the role of the Presidency and traces the history of the Presidency.

Wolfe, Louis. Let's Go To City Hall. New York: Putnam, 1958.

Your County Government In Action. County Commissioners of Allegany County.
Lists agencies and departments of Allegany County.

Political Science

Grade 6

FILMS AND FILMSTRIPS

KITS AND RECORDS

F-6213 The Bill of Rights In Action: De Facto Segregation
i, j, s, a. 22 min. color, 1972.
The integration of a school system, when a city has substantially segregated neighborhoods, presents great difficulties. The viewer is asked to decide the issue.

F-5899 Bill of Rights In Action: Due Process of Law.
22 min. color
Due process is the central issue argued by lawyers in a hearing to reinstate a student who has been summarily suspended after an act of violence during a campus demonstration. The viewer is asked to decide the issue.

F-5859 Bill of Rights In Action: Equal Opportunity
i, j, s, a. 22 min. color, 1969.
Presents the story of a black factory worker who has been promoted over a white, even though the white has seniority. The white protests, saying that he is the one who is being discriminated against.

F-7523 Bill of Rights In Action: Freedom of Speech
21 min. color, 1968.
Follows the case of an unpopular speaker who is convicted of disturbing the peace. The viewers are asked to be judges and this film is left open-ended.

F-5892 Bill of Rights In Action: The Right to Privacy
j, s, a. 23 min. color, 1970.
Reveals the importance and complexity of the concept of privacy. Asks viewers to decide an issue.

F-6214 The Bill of Rights In Action: Women's Rights
22 min. color, 1974.
A high school girl wants to swim on the boys' team, but there are state by-laws which prohibit this. The viewer is left to decide the issue.

F-5645 Bill of Rights of the United States
j, s, a. 19 min. color 1956.
Explains the first ten amendments of the Constitution.

F-5847 Changing The Law.
j, s, a. 23 min. color
This film illustrates that two major antiethical forces are being applied in attempts to change the law.

F-5658 The Congress
j, s, a. 20 min. b/w, 1955.
Describes the powers of Congress as provided in the Constitution.

F-5708 The Constitution - Guardian of Liberty
i, j, s. 20 min. color, 1965.
Shows the viewer the roads that led to the political, social, and economic freedom of the American people.

F-686 The Constitution of the United States.
j, s, a 22 min. color, 1956.
Explains that a written constitution binding upon all citizens is the foundation of our democratic system.

F-6176 Criminal Justice System
20 min. color, 1974.
Knowing how and why our criminal justice system works leads to an understanding of this vital process.

F-5555 Focus On The Capitol-The Heart of America
Tour of the capitol.

F-104 Government
i, j, 13 min. color, 1964.
Outlines the structure of government, emphasizing the three major levels: local, state and national.

F-5615 Home Life - How The Ideals of Democracy Were Developed

i, j, s, 12 min. color, 1964.

F-5861 How A Bill Becomes A Law.
j, s, a, 15 min. color, 1971.
Visualizes the parts played by the ordinary citizen, his legislators, and the chief executive in the making of our laws.

F-5705 Interrogation and Counsel
i, j, s, a, 22 min, color, 1967.
The fact of a controversy is established. Projector can be stopped between each sequence for discussion of the questions presented.

F-210 Patriotism
p, i, 10 min., color, 1972.
Patriotism is explained and given meaning and relevancy.

F-5646 The President
j, s
Describes the major historical events which have increased and established the present power and influence of the President of the United States.

F-5739 State Legislature In Action
j, s, a 22 min. b/w
A study of a single bill and how it becomes a state law.

F-5667 The Supreme Court
j, s, a, 18 min. b/w, 1954.
Discusses the history and function of the Supreme Court as one of the three coordinate branches of the federal government.

F-6169 We Hold These Truths
i, j, s, 15 min., color, 1975.
In a film which links America's past with her present, Thomas Jefferson travels into the future to see how the "self evident truths" of the Declaration of Independence have become part of the American way of life.

F-285 What Liberty and Justice Means
p, i, 10 min., color
Helps young children understand the basic meaning of "liberty" and "justice" in terms of their own everyday lives.

TR-1429 About Communism
15 in series (book form)

TR-1408 About Government
15 in series (book form)

TR-1419 About Law
15 in series (book form/20 booklets)

R-7090 Dialogues on Democracy - Vol. I

R-7091 Dialogues on Democracy - Vol. II

R-7092 Dialogues on Democracy - Vol. III

CT-2003 - 11 Songs For Presidents
- The Great Campaign on 1887
- Politics: Campaigns of the 20th Century
- The New Look of Campaigns

CT-2003-1 Songs For Presidents
- Birth of American Politics
- Campaigns of 1856-1860
- Election of 1864
- Bloody Shirt Campaign of 1876

FS-4338-R The American Presidency
- The Powers
- The Limits
- The History
j, s, a. 1968.

FS-4334-R Anatomy of United States Political Parties
Part I - 1787-1860
Part II - 1860-1913
Part III - 1913-1964
Part IV - Politics Today
j, s, a, 1968.

FS-5114 CT Lessons On Law - Set I
- Trial
- Prisons, Parole
- Attorney at Law
- The Cop on the Corner
- Judgement
- The Jury

FS-3157 R Our Flag and Our Country
- How Our Flag Is Made
- Guarding Our Country
- Our Country
- Our Nation's Capital

FS-3297 R Our Living Bill of Rights
- Assembly
- Religion
- Press
- School

FS-4349 R The People's Choices: An analysis of the Electoral College
j, s, a, 1966

FS-4343 R Political Conventions: Choosing the Candidates
Part I
Part II
j, s, a, 1968.

FS-4345 R Power At 18: The Ballot
Part I
Part II
j, s, a, 1972.

FS-3740 R Right Face - Left Face
- Students For A Democratic Society
- Young Americans For Freedom
- Committee on Political Education
- The John Birch Society

FS-4365 CT — The Responsible Exercise of Students Rights
Part I
Part II
1972

FS-3752-R — Social Movements: To Change A Nation
Part I
Part II
color

FS-3436 R — United States Government In Action
- The House of Representatives
- The Supreme Court
- The Cabinet
- The Senate
- The Regulatory Agencies
- The Presidency

FS-4341 R — The Vice Presidency: In Action and Evolution
Part I
Part II
j, s, a, 1967.

FS-4347 R — Your Right To Vote
Part I
Part II
j, s, a, 1972

FS-3274 R — We The Government
- The Citizen And Government
- Local Government
- State Governments
- Federal Government
- Financing Our Government
- Foreign Governments and International Cooperation
- Political Parties
- American Citizenship

FS-736 — Amendments to the Constitution

FS-551 — The Blessings of Liberty

FS-738 — The Cabinet

FS-643060 — Communism: What You Should Know About It and Why
- Why Study Communism?
- What Communism Is
- History of Communism
- Practiced in USSR
- Communism Expansion in Europe
- Communism Expansion In Asia
- Meeting The Challenge of Communism

FS-735 — Congress - The Legislative Branch

FS-554 — A Day In The Life Of A Congressman

FS-552 — A Day In The Life Of The President

FS-94	Democracy At Work
FS-643121	Democracy: What You Should Know About It And Why - Why Study Democracy? - Democracy In America - Basic Ideas of Democratic Government - Basic Ideas of Democratic Economics - Meeting The Challenge of Democracy
FS-249	Drama In The Courtroom b/w
FS-95	Equality Before The Law
FS-737	The Executive Department - The President
FS-558	Federal Finance
FS-552	The Federal System of Checks and Balances
FS-5483	Five Black Americans and Their Fight for Freedom
FS-441	Helping Our Town Government
FS-734	The Historic Background (Constitution of the United States)
FS-322	How Our Democracy Developed
FS-739	Independent Administrative Agencies
S-740	The Judicial Department and The System of Checks and Balances
FS-443	Learning About the United Nations
FS-A 366SA	Our National Government - How It Developed - The Declaration of Independence - The Articles of Confederation-A Plan That Failed - The Making and the Adoption of the Constitution
FS-1214	Persuasion Techniques and Propaganda
FS-742	Questions and Answers (Constitution of the United States)
FS-93	Taking Part In the Government
FS-556	Trial By Jury
ITV SERIES	Comparative Ge graphy 20 min. lessons Two factories: Japanese and American Two families: African and American

Audio-Visual Materials that may be purchased from listed company

Audio-Education

Learning About Local Government
1961 color

Silver Burdett

Study Prints Choosing A President

Troll Associates

FS Our Government and How It Works
4 filmstrips, 4 tapes, 1972.

Gunther, John. Meet North Africa. New York: Harper & Row, 1957.

Gunther, John. Meet the Congo and Its Neighbor. New York: Harper & Row, 1959.
Focuses on Belgian Congo, Ruonda, Urundi, French Equatorial Africa, Cameroons, Tanganejika, Uganda, and the Sudan.

Hughes, Langston. The First Book of Africa. New York: Watts, 1960.

Ingalls, Leonard. Getting to Know South Africa. New York: Coward-McCann, 1965.

Kaula, Edna Mason. African Village Folktales. California: World, 1968.

Kerina, Jane. African Crafts. New York: Lion Press, 1970.

Kittler, Glenn D. Let's Travel In The Congo. Travel Press, 1965.

Larsen, Peter. Boy of Dahomey. New York: Dodd, Mead, 1970.
Shows everyday life in unique villages.

Lobsenz, Norman. First Book of East Africa: Kenya, Uganda, Tanganyika, Zanzibar. New York: Watts, 1964.

Lobsenz, Norman. The First Book of Ghana. New York: Watts, 1960.
Vital information about modern Ghana.

Mercer, Charles. Let's Go To Africa. New York: Putnam, 1968.

Musgrove, Margaret. Ashanti to Zulu; African Traditions. New York: Dial, 1976.

Olden, Sam. Getting to Know Africa's French Community. New York: Coward-McCann, 1961.

Paton, Alan. The Land and People of South Africa. New York: Lippencott, 1964.

Perl, Lila. East Africa: Kenya, Tanzania, Uganda. New York: Morrow, 1973.

Perl, Lila. Mexico, Crucible of the Americas. New York, Morrow, 1978.

Pine, Tillie S. The Africans Knew. New York: McGraw-Hill, 1967.

Purcell, John Wallace. The True Book of African Animals. Chicago: Childrens Press, 1954.

Thomas, Benjamin. Africa. Michigan: Fideler, 1974.

Wellman, Alice. Africa's Animals: Creatures of a Struggling Land. New York: Putnam, 1974.

Westphal, Clarence. Come Along To the Congo. Minneapolis: Denison, 1963.

CHINA

Bryan, Derek. The Land and People of China. New York: Macmillan, 1964.

Buell, Harold. The World of Red China. New York: Dodd, Meade, 1967.

Caldwell, John C. Let's Visit China. Day, 1959.

Comins, Jeremy. Chinese and Japanese Crafts and Their Cultural Backgrounds. New York: Lothrop, 1978.

Hahn, Emily. Picture Story of China. Wisconsin: Hale, 1946.

Jennings, Jerry. China. Michigan: Fideler, 1977.

Jay, Charles. Getting To Know The Two Chinas. New York: Coward-McCann, 1960.

Lin Yutang. Chinese Way of Life. California: World, 1959.

Pine, Tillie. The Chinese Knew. New York: McGraw-Hill, 1958.

Rau, Margaret. The People of New China. New York: Messner, 1978.

Reit, Seymour. Rice Cakes and Paper Dragons. New York: Dodd, Mead, 1973.

Spencer, Cornelia. The Land of the Chinese People. New York: Lippincott, 1960.

Spencer, Cornelia. Made in China: The Story of China's Expression. Westminster, MD: Knopf, 1952.

Sung, Betty Lae. An Album of Chinese Americans. New York: Watts, 1977.

Topping, Audrey. Holiday in Peking. New York: Grosset and Dunlap, 1972.

Wiens, Herold Jacob. China. Michigan: Fideler, 1964.

Wyndham, Robert, ed. Chinese Mother Goose Rhymes. California, 1968.

INDIA

Bergman, Suckedorff. Tooni, The Elephant Boy. New York: Harcourt, 1971.
India's social life and customs.

Bathwell, Jean. The First Book of India. New York: Watts, 1971.

Caldwell, John C. Our Neighbors In India. New York: Day, 1960.

Modak, Manarama. The Land And The People Of India. New York: Lippincott, 1960.

Naylor, Phyllis. The New Schoolmaster. New Jersey: Silver Burdett, 1967.
India.

Raman, T. India. Michigan: Fideler, 1960.

Sawyers, Martha. India and Southeast Asia. New York: Grosset, 1964.

Schloat, G. Uttam; A Boy of India. New York: Knopf, 1963.
Typical Indian village boy.

Soni, Welthy. Getting To Know The River Ganges. New York: Coward-McCann, 1964.

Spencer, Cornelia. Made In India. Westminster, MD: Knopf, 1953.
Story of India's people and of their gifts to the world.

Sterling Publishing Co. India In Pictures. New York: Sterling, 1966.

JAPAN

Ashby, Gwynneth. Looking At Japan. New York: Lippincott, 1969.

Buell, Hal. Young Japan. New York: Dodd, 1961.

Darbois, Dominique. Noriko, Girl of Japan. New York: Follett, 1964.

Edelman, Lily. Japan In Stories and Pictures. New York: Harcourt Brace, 1953.

Friskey, Margaret. Welcome To Japan. Chicago: Childrens Press, 1975.

Gartler, Marion. Understanding Japan. Laidlaw, 1968.
An introduction to Japan.

Gidal, Sonia. My Village In Japan. Westminster, MD: Pantheon, 1966.

Heller, George. Hiroshi's Wonderful Kite. New Jersey: Silver Burdett, 1968.

Jakeman, Alan. Getting To Know Japan. New York: Coward-McCann, 1960.

Kuhn, Ferdinand. Commodore Perry and the Opening of Japan. New York: Random, 1955.

Larson, Joan Pross. Visit With Us In Japan. New Jersey: Prentice-Hall, 1964.

Mears, Helen. The First Book Of Japan. New York: Watts, 1953.

Peterson, Lorraine D. How People Live In Japan. Westchester, Illinois: Benefic Press, 1963.

Pitts, Forrest Ralph. Japan. Michigan: Fideler, 1974.

Seidensticke, Edward. Japan. Michigan: Fideler, 1965.

Shannon, Terry. Children of Hong Kong. Chicago: Childrens Press, 1975.
Introduces the home, family, and daily activities of several children living in Hong Kong.

Shirabigawa, Tomiko. Children of Japan. New York: Sterling, 1961.

Spencer, Cornelia. Made In Japan. New York: Knopf, 1963.
An account of the arts of the people who give beauty and dignity even to the common place.

Sterling. Japan In Pictures. New York: Sterling, 1961.

Vaughan, Josephine Budd. The Land and People Of Japan. New York: Lippincott, 1952.

MEXICO

Blacker, Irwin R. Cortes and the Aztec Conquest. New York: American Heritage, 1965.

Bleeker, Sonia. The Aztec Indians of Mexico. New York: Morrow, 1963.

Caldwell, John C. Let's Visit Mexico. New York: Day, 1965.

Chambers, Bradford. Aztecs of Mexico - The Lost Civilization. New York: Grossett, 1965.

Credle, Ellis. Mexico, Land of Hidden Treasure. Nelson, 1967.

Dolch, Edward and Marguerite. Stories From Mexico. New York: Garrard, 1960.

Epstein, Sam. The First Book of Mexico. New York: Watts, 1967.

Friskey, Margaret. Welcome To Mexico. Chicago: Childrens Press, 1975.

Garcia, Joe. Come Along To Mexico. Minnesota: Dennison, 1965.

Gartler, Marion. Understanding Mexico. Illinois: Laidlaw, 1964.

Geis, Darlene. Let's Travel In Mexico. Chicago: Childrens Press, 1965.
Describes 32 interesting places and events in modern Mexico.

Glubok, Shirley. The Art of Ancient Mexico. New York: Harper Row, 1968.

Gomez, Barbara. Getting To Know Mexico. New York: Coward-McCann, 1959.
The text shows Mexico's past as background for a changing present.

Hall, Barbara. Mexico In Pictures. New York: Sterling, 1965.

Johnson, William. Captain Cortes Conquers Mexico. New York: Random House, 1960.
How the bold Spanish explorer and adventurer conquered the kingdom of the Aztec Indians in Mexico.

Larralde, Elsa. The Land and People of Mexico. New York: Lippincott, 1964.

McNeely, May Yonge. The Mexican Story. New York: Ariel Books, 1953.

Marx, Richard M. About Mexico's Children. Chicago: Melmont, 1959.
Similarities between Mexican children and those living in the United States are emphasized.

Meynier, Gil. Mexico - A To Z. New York: Watts, 1966.
Glimpse of Mexican terms and folkways.

Moffitt, Frederick. The Best Burro. New Jersey: Silver Burdett, 1967.

Quinn, Vernon. Picture Map Geography of Mexico, Central Mexico, and the West Indies. New York: Lippincott, 1965.

Ross, Patricia Fent. Mexico. Grand Rapids: Fideler, 1975.
Depicts the land of Mexico and its resources, as well as customs, culture, and history.

Schloat, G. Warren. Conchita and Juan, A Girl and Boy of Mexico. New York: Knopf, 1964.

Swiger, Elinor Porter. Mexico For Kids. Indiana: Bobbs-Meade, 1971.

Wood, Francis E. Mexico. Chicago: Childrens Press, 1964.

RUSSIA

Almedingen, E. Land of Muscovy: The History of Early Russia. Farrar, 1972.

Clayton, Robert. The USSR. New York: Day, 1970.

Creed, Virginia. Europe, France, and Soviet Union. Grand Rapids: Fideler, 1977.
An overview of the history, government, economy, land, climate, and culture of these countries.

Daniels, Guy. The Tsar's Riddles. New York: McGraw-Hill, 1967.
Russian folk tale.

Francini, Mario. Russia Invaded - From Genghis Khan to Hitler. New York: Lion Press, 1966.

Gunther, John. Meet Soviet Russia. New York: Harper Row, 1962.

Hall, Elvajean. The Volga: Lifeline of Russia. New York: Rand McNally, 1965.

Jackson, William. Soviet Union. Grand Rapids: Fideler, 1972.

Klimenbo, Galina. Russia In Pictures. Sterling, 1972.
A survey of a country rich in cultural life and natural resources.

Miller, Jack. Life In Russia Today. New York: Putnam, 1969.
A survey of present day Russia.

Nazaroff, Alexander. The Land and People of Russia. New York: Lippincott, 1966.
Traces the history of Russia from the age of the czars to modern Soviet Union.

Nazaroff, Alexander. Picture Map Geography of the USSR. New York: Lippincott, 1969.

Popescu, Julian. Let's Visit Russia. New York: Day, 1968.
Begins with a generalized and then regional geographic tour of the Soviet Union.

Reyher, Becky. My Mother Is The Most Beautiful Woman In The World. New York: Lothrop, Lee & Shepard Co., 1945.
Russian folk tale.

Robbins, Ruth. Babouska and The Three Kings. California: Parnassus Press, 1960.
Russian folk tale.

Snyder, Louis. The First Book Of The Soviet Union. New York: Watts, 1959.
A description of the Soviet Union from its conception in revolution to its growth as a world power.

Taylor, Kathleen. The Lands and People of the USSR. New York: Macmillan, 1961.

Wallace, John A. Getting To Know the Soviet Union. New York: Coward-McCann, 1966.
Introduces the young reader to communism and the Soviet way of life.

SOUTH AMERICA

Appel, Benjamin. The Illustrated Book About South America. New York: Grossett, 1963.
Each country in South America is treated separately.

Buckley, Peter. Okolo of Nigeria. Wisconsin: Hale, 1965.

Carpenter, Frances. South American Wonder Tales. Chicago: Follett, 1969.
South American legends.

Carpenter, John Allen. Chile. Chicago: Childrens Press, 1969.
Graphic description of Chile's main attractions, geographical characteristics, historical background, contemporary cultural, socio-economic, and political scene.

Carter, William E. The First Book of Bolivia. New York: Watts, 1963.
Useful information on Bolivia.

Carter, William E. The First Book Of South America. New York: Watts, 1961.

Egan, E. W. Brazil In Pictures. New York: Sterling, 1967.
The people, land, history, government, and economy of Brazil.

Fideler, Raymond. South America. Grand Rapids, Fideler, 1978. An overview of the history, government, economy, land, and climate.

Gartler, Marion. Understanding Brazil. Illinois: Laidlaw, 1964.

Greenbie, Sydney. By Caribbean Shores - Panama, Columbia, Venezuela. New York: Harper Row, 1942

Johnson, William. The Andean Republics. New York: Time, Inc. 1965.

MacEoin, Gary. Columbia and Venezuela, and the Guianas. New York: Time, Inc., 1965.

Quinn, Vernon. Picture Map Geography of South America. New York: Lippincott, 1959.

Syme, Ronald. Francisco Pizarro; Finder of Peru. New York: Morrow, 1963.

World Cultures

Grade 6

FILMS AND FILMSTRIPS

KITS AND RECORDS

AFRICA

F-5041 African Continent: An Introduction.

i, j, 16 min. color, 1962.
Shows major land formations, climatic regions, and lang use, emphasizing Africa's vast wealth and growing importance.

F-004 African Odyssey: Two Worlds of Musembe.
15 mon. 1971.
Two worlds of 11 year old Musembe are the two worlds of 20th century Africa: modern city and a primitive village.

F-6278 Afro-American Music: It's Heritage.
i, j, s, a, 15 min., color.
Begins with the primitive drums of West Africa leading into a similar rhythmic beat of a contemporary jazz quartet.

F-6195 Minorities: From Africa, Asia, and The Americas.
j, s, 16 min., color
Shows the story of America's non-white minorities and their contributions to American society.

F-5882 Modern Africa: Sport & Entertainment.
Shows two sides of African entertainment - modern and traditional.

F-5687 Rhythms of Africa.
i, j, s, 15 min. b/w, 1947.
Presents traditional ceremonial dances of the Chad.

F-5769 South Africa.
i, j, 22 min, color, 1962.
Surveys the industrial activities, agriculture, and mining in South Africa.

F-5049 West Africa Tropical Lowlands.
i, j, s, a, 15 min., b/w, 1966.
Shows this area as a land of new nations with many problems, and provides an understanding of the great changes that are sweeping it.

FS-7340 Africa
- The Region
- Plants and Flowers
- Animals and Birds
- Native Tribes

FS-3262 R African Folk Tales
color

FS-5601 CT Ashanti to Zulu: African Traditions

FS-3197R Folk Songs of Africa

FS-1217 The New Africa.

FS-48 The Races of the Union of South Africa.
b/w

FS-1083-G South Africa: Dynamics Progress
color

CT 2008-G A Story - A Story
African legend

D-163 Folk Songs of Africa
record

T-1504 Union of South Africa.
i, j, 15 min.

D-215 Primitive Music of the World

record

TR-1499 Africa
4 in series w/frame

ITV SERIES Children of the World
Countries: Brazil, Guatemala, Dahomey, Somalia, Nepal, Thailand

CHINA

F-6241 American Experience: Becoming An American.
22½ min. color, 1968.
Represents the experiences of a Chinese-American family to illustrate the process of change and assimilation which all immigtants face.

F-5736 China: A Portrait of the Land.
j, s, a, 18 min., color, 1967.
The objectives of this film are to determine the influence of China's land resources on her history and economy, to forsee the human problesm China will face - both industrial and agricultural, and to analyze the reasons for communist land reforms.

F-5866 China: An End to Isolation.
23 min., color, 1970.
Modern China: life style in China today is explored as well as the emergence of China as a major world power.

F-5590 China: Feeding One-Fourth of the Human Race.
16 min. color
Farming is the way of life for every 4 out of 5 Chinese and there is sometimes not enough food for all. Tells of the problems of farming, etc.

F-5841 China, The Two-headed Dragon
A historical overview of the rise of China to a world power and her acceptance as a member of the United Nations.

F-5596 Food of Southeast Asia.
i, j, s, 20 min., color, 1966.
Shows how the staple foods of Southeast Asia are produced and how they reach the consumer.

F-5860 One Small Step.
President Nixon's Visit to China
17 min. color, 1972.

F-352 People of Western China
10 min., b/w, 1940.
Reveals the influence of habits and customs of past centuries upon present day China.

F-5026 Southeast Asia Geography.
i, j, 21 min, color, 1967.
Shows how the land and climatic features of Southeast Asia affect its people by determining the crops that can be grown and the natural resources that are available. Describes the political importance of the city of Singapore and the countries of Burma, Laos, Thailand, Cambodia, and Malaya.

FS-5646 CT American Ethnic Foods
(Chinese Food)

INDIA

F-110 Hindu Family
11 min. b/w, 1952.
Shows family relationships and everyday work.

F-5545 India And Her Food Problem.
p, i, j, s, a, 16 min., color, 1965.
India is working to solve her food problems by building dams, encouraging industry, and foreign trade, introducing new ideas and tools, and promoting education.

FS-1216 Ancient India: A Cradle of Civilization.
1973

FS-3360 R Seeing India
Land and Climate
Agriculture
Manufacturing
People and Culture

R-6019 Just So Stories
p, i.

T-1452 India
i, j, 15 min.

JAPAN

F-5329 Discovering The Music Of Japan.
i, j, s, a, 22 min., color

F-6174 Japan: A Major Industrial Nation At Work.
i, j, 18 min., color, 1971.
Explores Japan's large industrial cities and their various industries, including shipbuilding, automobile, construction, chinaware, textiles, and cultured pearls.

F-6001 Japan: The Land and The People.
i, j, s, a, 16 min., color, 1965.

F-6173 Japan: The Rural Life of Its People
i, j, 16 min., color, 1971.
Includes unique aspects of rural Japanese culture found in homes, schools, agriculture , industry.

F-6172 Japan: Urban Life of Its People
i, j, 18 min, color, 1971.
The similarities of Japanese and American urban families in spite of their divergent environments are shown.

F-5674 Japanese Fishing Village.
i, j, 11 min., b/w, 1953.
Depicts the details which go to make up the life of the village at home, school, recreation, marketing and work.

F-5027 Japanese Mountain Family
i, j, 15 min., color, 1966.
Portrays the life of a Japanese mountain family.

FS-8880 Lands of The Far East
-Hong Kong - Crossroads of the Far East
- Rivers and Rice In Thailand.
- Farm Village In Japan
- Japanese Fisherman
- Japanese Workshops and Factories

F-526 Man Who Wanted To Fly
(Japanese Tale)
p, 11 min., color
An animated puppet story about what really happened to the man who wanted to fly.

FS-3194 R Favorite Songs of Japanese Children
color

FS 3032 R Japan (A Study In Depth)
color
- History of Japan
- People of Japan
- Social Classes
- Growing Up
- How The People Earn Their Living
- Family Life
- Religion and Tradition
- Arts In Japan

T-1457 Japan
i, j, 15 min.

MEXICO

F-6332 The Many Faces of Mexico
i, j, s, a, 16 min., color.
Shows the contrast of the old with the new in Mexico.

F-6277 Mexican American Culture: It's Heritage
i, j, s, a, 15 min., color.
Traces the history of Mexico and its relationship with the United States through music, dance, and art.

F-6142 The Mexican-American Heritage and Destiny
29 min., color, 1976.
Shows the unique cultural achievements of the Mexicans, both past and present.

F-5693A — Mexican Boy: Story of Pablo.
p, i, j, 22 min., color, 1961.

Tells of Pablo and his family who live in a small mountain village in Mexico.

F-5714 — Mexico-Land of Color and Contrast
i, j, s, 16 min., color, 1967.
Shows historic villages of Mexico's central highlands contrasted with Mexico City and its new university.

FS-5649 CT — American Ethnic Foods: Mexican Food

FS-3176 R — Childrens' Songs of Mexico
color

FS-5635 CT — Mexico: Facing Tomorrow's Challenges

FS-3365 R — Seeing Mexico
- Land and Climate
- Agriculture
- Industry and Commerce
- Its People
- Its History
- Its Culture

color

FS-293 — Mexican Cession and Gadsden Purchase
color

T-122 — The Mexicans Bring Us Rhythms
i, j, 15 min.

J-13 — El Jarabe Tapatio (Mexican)
record

J-11 — La Cucaracha
record

J-9 — La Raspa
record

SP-1506 — Living In Mexico
12 study prints

ITV SERIES — Many Americans - Felipa: North of the Border
Tells the story of a young Mexican-American girl and her uncle who find that "life is more difficult for some than for others".

RUSSIA

F-216 Russia Strikes Back
i, j, s, 10 min., b/w.

F-5695 Russian Life Today
(Inside the Soviet Union
j, s, a, 19 min., color, 1965.

F-6040 Siberia: Russia's Frontier
27 min., color, 1975.
Examines the major factors influencing industrial and urban growth in Siberia.

F-5745 The Soviet Union (An Introduction)
18 min., color.

FS-5602 CT Journey Across Russia
i, j, s, a

FS-282 Napoleon's Russian Campaign
Part I, color.

FS-283 Napoleon's Russian Campaign
Part II, color.

T-1490 Russia
i, j, 15 min.

T-128 The Russians Bring Songs of Sorrow.
i, j, 15 min.

SOUTH AMERICA

F-323 Argentina
10 min. b/w 1940.
Illustrates rural and urban life in the agricultural pampas, and the center of commerce and industry.

F-6351 Brazil, I Love You.
i, j, 30 min., color.

F-6401 Chile (Family of the World Series)
19 min., color
Through the eyes of a Chile family, we learn its climate, geography, schools, and music.

F-5850 Ecuador: Land of the Equator
17 min., color, 1964.
Portrays the geographical contrasts of Ecuador and shows how the Spanish and Indian heritages affect the people.

F-6319 Francisco Pizarro: Inca Nation Peru - 1532
(Ten Who Dared)
30 min., color, 1976.
Demonstrates impact of European technology on Incan society.

F-5042 Geography of South America: The Continent
i, j, s, 14 min., color, 1961.
Discusses the main geographical features of South America and shows the relationship of these geographic factors to the people and theie ways of life.

F-627 Geography of South America: Countries of the Andes
i, j, 11 min., 1961.
Describes the main topographical regions in relatio to the resources and cultural development of the Andean nation.

F-5164 Peron's Return: Argentina Turns Back the Clock
18 min.
Documents the rise and fall and the rise again of dictator Juan Peron of Argentina.

FS-3507 R Seeing Paraguay, Argentina and Uruguay
- Land and People
- Farming and Ranching
- Industry and Trade
- History and Culture

FS-8590 South America: Along the Andes
- The New Venezuela
- Mountain Farmers of Columbia
- Along the Equator In Ecuador
- Inca Lands in Peru
- Highland People of Bolivia
- The Pan-American Highway

FS-8560 South America: Eastern and Southern Lands
- Amazon Village
- Desert to Forest In Chile
- People of Paraguay
- Ranch and City in Uruguay
- Farmers of Argentina
- New Coffee Lands in Brazil

T-648 The Three Horses: A Story From Brazil
p, i, 15 min.

SP-1507 Living In Brazil
12 study prints

TR-1405 South America
4 transparencies w/frame

WORLD CULTURES

F-6205 — To All The World's Children
i, j, s, 12 min., color, 1971.
Shows Navajo children on a reservation in Arizona. Focuses on family living and the preservation of traditions.

FS-5690 CT — Five Families
5 filmstrips and cassette tapes.
- 4. Pinata
- 5. Chinatown

FS-5553 CT — World View Unit
- Cities and Villages
- Tools and Machines
- From Place to Place
- Think About It
- Just For Fun

FS-5552 CT — World View Unit
- Homes and Families
- Bread and Rice
- Hats and Shoes
- A Joy Forever
- It's Uet

SP-1513 — Family Life Around The World
5 sets of 8 study prints, 1 record, 1 guide.

Audio-Visual Materials available from listed publisher

AFRICA

Encyclopedia Britannica

FS — African Folk Tales
6 sound filmstrips w/cassettes

Filmstrip House, Inc.

Folktale Reading Series

FS — African Trickster Tales
2 records and 4 filmstrips

FOM

FS — Africa

FS — The Nile - World's Longest River

Ginn

FS — Secret On the Congo

Hammond

TRANSP. — Africa
4 transparencies

Row Peterson Textfilm

FS — If I Were Going to North Africa
b/w, 1952.

Stillfilm, Inc.

FS — Western Africa

FS — Congo

FS — Nile Voyage

SVE

FS — Living In Central Africa

CHINA

Encyclopedia Britannica

FS — Children of China - Hong Kong: Crossroads of the Far East.

Stillfilm, Inc.

FS — China

SVE

FS Living In China and Korea

FS Living In Japan

Troll Associates

TR Visiting Children Around the World: China transparencies

INDIA

Encyclopedia Britannica

FS Family of India

FS Middle East and India

Eye Gate House

FS The People of India

JAPAN

Coronet Films

FS Seeing Japan
- Land and Climate
- Industry and Commerce
- Agriculture and Fishing
- Its History
- Its People
- Its Culture

Encyclopedia Britannica

FS Japanese Children
1949.

FS Farm Village In Japan

FS Lands of the Far East

FS Japanese Workshops and Factories

EyeGate

FS Industries In Japan
1965.

FS Living In Japan

TROLL ASSOCIATES

FS — Visiting Children Around The World: Japan

MEXICO

HAMMOND ATLAS

TR — Mexico
transparencies

MCGRAW HILL

FS — Fiesta Day - Children of Latin America

SVE

FS-R — Living In Mexico Today.

Kit — Mexico: Facing Tomorrow's Challenges
4 filmstrips w/cassettes, 14 min. each, color.

SP — Mexico
24 color study prints

STILLFILM, INC.

FS — Mexico

TROLL ASSOCIATES

TR — Visiting Children Around the World: Mexico
transparencies

RUSSIA

BFA

FS — Russia: Past and Present
sound filmstrips

SVE

FS — Living In The Soviet Union Today.

TROLL ASSOCIATES

CT — A Look At the Soviet Union
cassette tape, 1972.

SOUTH AMERICA

EBF

FS — Argentina
51 frames, b/w, with captions, 1951.
Our South American neighbors.

FS — Chile
58 frames, b/w with captions, 1951.
Our South American neighbors